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ABSTRACT

The purpose of this quarterly publication from the Asian Studies Project is to promote increased attention to Asian Studies in elementary and secondary education. This issue of the newsletter contains introductory comment on current affairs as well as two main articles: "On the Study of World Cultures" by Dr. Kishorkant Yajnik of India and "Redefining China for the High School and College Curriculum" by Ronald Suleski. Announcements of conferences, a Resource File (available study aids, curriculum guides, and free materials), a Multi-Media Materials section, and book reviews are also included. A separate section, Asia in the Elementary School, gives curriculum news for this age level and features, in the Booknook by Sara Little, an annotated bibliography of childrens books on Asian topics. This winter issue annually announces summer study opportunities in the United States and in Asia. FOCUS is offered free of charge as a service to the educational community, however, voluntary contributions are solicited to help defray expenses. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (Author/JSB)

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FOCUS on Asian Studies

A NEWSLETTER TO PROMOTE INCREASED ATTENTION
TO ASIAN STUDIES IN ELEMENTARY AND SECONDARY EDUCATION

No. 21

Winter 1971

THE FUTURE OF ASIAN STUDIES

A Renewed Commitment

"It is a reasonably safe bet that what happens in Asia over the next 20 years still will depend to a large extent on American interest and involvement in the area, its people and its problems."

This statement by Crosby S. Noyes which appeared in The Japan Times on November 15, 1970 (reprinted from The Mirror, The Ministry of Culture, Singapore, December 7, 1970), lends further support and increasing relevance to our continuing efforts to promote Asian studies in elementary and secondary education.



"We aren't going isolationist — but you are."

—The Age

Despite the spiritual exhaustion of our country, not to mention the staggering costs in blood and treasure, due to our involvement in Indochina, the United States, by more enlightened awareness and commitment, can continue to exercise a crucial influence in Asia. Despite the Nixon Administration's projected policy of "Asia for the Asians," our country will not, cannot, be unconcerned, uninvolved.

But the nature of our concern and the kind of our involvement must not continue to be that of policemen of a continent on which more than half of the world's people live. As Edwin O. Reischauer (Beyond Vietnam: The United States and Asia) has said, "We have not understood the basic problems in Asia and what we can do about them." We live, however, in a greatly shrunken unitary world. We

SUBSCRIPTION INFORMATION

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cannot ignore this fact. What happens anywhere in one part of our world bodes ultimate good or ill for all of us. Our post-Hiroshima students -- the U.S. opinion and policy makers of tomorrow -- must be made aware of this. We must find ways, therefore to understand diverse cultures as thoroughly as possible and how best we can relate to them for our reciprocal benefit. To quote Reischauer again: "An educational system designed for the last third of the twentieth century (unlike the one he claims is still geared to the political and cultural conditions of the nineteenth century) is probably our most basic need if we wish, over the long run, to get beyond Vietnam to a safer and mutually beneficial relationship with Asia." It is to this end that we renew our commitment as expressed in the masthead of this newsletter.

* * * * *

ON THE STUDY OF WORLD CULTURES

(From time to time we are privileged to receive comments and observations from Asian educators living and working in our country. Their experiences and perceptions are precisely the kind of input we need if we are indeed to "understand diverse cultures as thoroughly as possible." We are, therefore, grateful to Dr. Kishorkant Yajnik of India for submitting the following statement for the readers of FOCUS.)

Dr. Kishorkant Yajnik of India is in this country as a Curriculum Consultant sponsored by the State Department of Education, Washington, and is working at present with the Bucks County Public Schools, Doylestown, Pennsylvania 18901. Dr. Yajnik was last time in Denver, Colorado, which he described as grand, while Bucks County is beautiful.

If there is one objective, and only one, of the teaching of Social Studies in school, Dr. Yajnik says it is to understand the people, and not merely collect facts about them; understand the way they think, behave, and make decisions. Facts collected from tourists' stories or newspapers' sensational reports do not help children to understand the people but rather misdirect them. Dr. Yajnik observes that school teachers and students he met did not have the right type of references to consult and that there was great need to produce suitable reading material in Social Studies for the study of the world outside the U.S.A. and Europe. Questions put to Dr. Yajnik at meetings were often loaded with prejudices and were negative in approach: for example, why is the caste system still tolerated in India? Are Indian women still suppressed by men? Is religion not holding up economic progress and population control? Don't you think Indians should be less spiritual and more material?, and so on. There is no straight or easy answer to any of these questions, Dr. Yajnik believes, and each one requires to be carefully studied against its past, particularly when the past of a people is so long as 5,000 years.

The purpose of studying other cultures is not to judge them by comparing them with one's own and discard them if they are different. But the study should enable young people to see the differences and learn to appreciate them. More important still is the need for them to look for the CHANGE that is taking place in the life of peoples outside the U.S.A. The Social Studies is not a study of export, imports and wealth of poverty of a country, but the study of PEOPLE who are ever changing in their habits, outlook and aspirations.

The problem approach very commonly adopted in the social studies is not the right approach for school children, says Dr. Yajnik. It should rather be the peoples approach. The problem approach pushes the children too early into making value judgments: if the problems are solved, the children would say, the people are good; otherwise no good. They forget greatness of a people is judged not by success achieved, but by their honest struggle for a better life. The children should be taught to understand that all people may not solve their social, economic or political problems the same way that the U.S.A. did or is doing! The people and their problems must be studied as a closely knit unit.

Dr. Yajnik says he is fortunate to be this time in the State of Pennsylvania where the study of world cultures is required for two years. He suggests that the study of world cultures begin with the 'world view' followed by a detailed study of two or three areas (not isolated countries) of the world, and ending up with a discussion of U.S.A. relations with the non-western world. The 'world view' could be a general study of the non-western world, particularly as it is shaping after the World War II, and the detailed study could cover some of the sample areas such as some Asia (south of Himalayas, Southwest Asia, Southeast Asia), some Africa (Central Africa, East Africa, Mediterranean Africa), China, Japan, and U.S.S.R. (as one unit), the river basins of Latin America, the West Indies and so on. Dr. Yajnik urges that in the study of the non-western world the accent should be not on collecting faults and figures about the backwardness of the areas, of poverty, disease and illiteracy, but the young students should be taught to look for the CHANGE (social, economic or political) that is taking place in these areas, or their religion, philosophy of life and art as affecting the way they face the challenges of the present-day world outside the U.S.A. Instead of judging peoples' progress by their highways and numbers of automobiles, Dr. Yajnik believes in letting children develop an insight into the minds of those distant people who may be looking at the "civilized" world quite differently.

Dr. Yajnik felt disturbed to see some reading material on Japan and India which attempted to measure those people in terms of American standards. This is not only unfair, but the yardstick itself could be wrong, Dr. Yajnik remarked. The reading material unnecessarily wasted time on the problems of these countries; this time could have been utilized better on understanding the culture and their ancient wisdom which continues to influence the mind and mould the life of millions even to this day.

Dr. Yajnik congratulated the Bucks County Public Schools who have initiated a great departure in this respect by sending last summer twenty-one of their teachers and board members to India, under the leadership of their Social Studies expert Mr. Richard Knippel, to have a first-hand experience of the way people think, feel and express halfway round the globe. They are, according to Dr. Yajnik, the cultural ambassadors of India when they share with their fellow teachers and the community their knowledge and experiences with the help of slides, films and tape-recorded conversations they have brought back with them. The efforts of these teachers will certainly bring in a new revolution in approach to the teaching of Social Studies both here and elsewhere, let us hope.

I do not want my house walled in on all sides and my windows to be stuffed.
I want the cultures of all lands to be blown about my house as freely as possible.

Mohandas K. Gandhi

REDEFINING CHINA FOR THE HIGH SCHOOL AND COLLEGE CURRICULUM

Ronald Suleski
Michigan Field Staff
National Committee on US-China Relations
University of Michigan

High schools and small colleges in the United States face similar problems in teaching about China. Many have weak library collections in this area and most instructors feel that their knowledge of China is much too limited to present anything more than a basic chronological survey course on modern China. In order to provide high school and college students with a knowledge of China that will be useful to them in their future roles as informed citizens, a redefinition of what is important in China's modern experience and what is of less relevance to the general American public is needed.

For example, many courses introducing modern China begin with the Opium War (1840's) and deal with the contemporary scene only if adequate time remains by the end of the term, or they spend as much or more time on pre-1949 China than on China since the People's Republic was established. But China today is looking at her present and her future. If China is not preoccupied with her past, why should we in the United States be? China's current problems, moreover, are in some respects close to those now faced by the United States. High School students ought to find it not too difficult to discuss the phenomenon of Chinese students criticizing the educational system, or the Chinese government's steps to insure equal opportunity for the poor. However, it is difficult for most American high school students to be concerned about the time when a scholar-gentry elite kowtowed before an aged empress. (Besides, both that elite and the empress have been dead for over sixty years.)

The goal of a new approach to the study of modern China might be primarily to instill in the student a sympathy toward China and an openness in accepting China's experiments with solving her national problems. The average high school or college student will in the future react to the issue of China more from an emotional predisposition than from a concrete knowledge of historical fact. The student should be made aware that the conclusions reached by the Chinese people, individually and collectively, to China's national problems are pragmatic, sensible conclusions based on a set of circumstances and ideas which might well cause the American high school student, if placed in the same situation, to reach the same conclusions. The goal of the instructor ought to be to present the Chinese as fellow human beings struggling, as are the majority of the world's people, with large political, social and economic problems. The result of this new approach would be students who would not react to news from China with suspicion because the Chinese are somehow unpredictable (i.e. inscrutable).

Often China's modern historical experience is approached through the study of Western imperialism and its effects on China. But 19th century imperialism is more a rhetorical than an emotional issue; it is removed from today's high school or college student by over half a century. Instead, students should understand why the official Chinese media often refers to the contemporary "struggle against U.S. imperialism". Another approach might emphasize the racial bigotry and exploitation which, here in the United States, was displayed toward Chinese immigrants, or it might stress the stereotypes of Chinese which are commonly held today. Such an

approach could easily lead off into discussions about why so many unskilled laborers in economically depressed Kwangtung province were once forced to emigrate, or of the stereotypes which the Chinese hold about us and why such stereotypes are held.

A new approach to the study of modern China need not require more knowledge or resources than are currently available to the high school or college instructor. It will require a willingness to use new sources and to use old sources in a new way. A rethinking along these lines of what constitutes the importance of China's modern experience is not meant to merely stress the ideas of "contemporary" or "relevance" at the expense of concrete knowledge. Rather, it is an attempt to redefine why we wish Americans to know something about China, and what it is we wish them to know.

(I wish to acknowledge the contributions to this article, in the form of the ideas and comments upon which it is based, of several colleagues associated with the Center for Chinese Studies at the University of Michigan. They are Bryant Avery, Paul and Marj Ropp and Robert Treadway, formerly a teacher at Roeper City and Country School, Bloomfield Hills, Michigan. Also Frank Wilhelme, a teacher at Dexter High School, Dexter, Michigan.)

INVEST YOUR SUMMER IN ASIAN STUDY AND/OR TRAVEL

Summer Programs on Asia -- 1971

As usual in our Winter issue, we list available opportunities for teachers who are interested in investing their summers in study either in this country or in Asia. And also, as usual, we rely on Mrs. Betty Holtz, Assistant Education Director of the Asia Society to provide us with this information. This is no small effort on her part and we again express our appreciation. A complete listing, however, was not available by the deadline we gave Betty. She informs us, though, that her listing will be complete by March 1 and anyone of our readers may obtain her list without charge by writing to the Education Department, The Asia Society, 112 East 64th Street, New York, N. Y. 10021, after that date.

Complete details regarding the summer programs listed below are available from the university offering or sponsoring the program. The information herein is divided into two categories -- those programs being offered in the United States and those being sponsored in Asia. Scholarships are available for some programs.

SUMMER PROGRAMS ON ASIA IN THE UNITED STATES

ARIZONA - University of Arizona, Tucson. June 11-July 17: Summer session of Oriental Studies includes Indian literature in English, Hindu Thought, Islamic Thought, Introduction to Indic Civilization. July 19-August 21: Summer session includes Introduction to Oriental Humanities, Japanese Religion and Thought, Oriental History and Civilization, and History of Middle East (Modern). Director: Earl H. Pritchard, Chairman, Oriental Studies.

CALIFORNIA - University of California, Berkeley. June 21-July 23. SUMMER PROGRAM FOR TEACHERS: History -- Asia in Transition: Problems of Interpretation. Director: Dr. William H. Riggle, Coordinator, 1605 Tolman Hall.

Mills College, Oakland. June 14-August 13. ASEA SUMMER PROGRAM: North Indian taught by Nikhil Banerjee (sitar) and Kanai Dutta (tabla) Contact: American Society for Eastern Arts, 405 Sansome Street, San Francisco, Calif. 94111.

Stanford University, Stanford. June 21-August 27. ASIAN LANGUAGE PROGRAM: Intensive First and Second Year Modern Chinese, Introduction to Classical Chinese, Intensive First and Second Year Modern Japanese. Director: Albert E. Dien.

CONNECTICUT - University of Bridgeport, Bridgeport. (Dates not yet available.) TEN-WEEK SEMINAR IN ASIAN HISTORY: First five-week offering: History -- cultural and political background of traditional India and Pakistan; formulation of pre-modern society, identity and policy. Second five-week offering: History -- Modernization of traditional India and Pakistan under the impact of the West; society and policy of British India; movements of revival and reform; growth of nationalism and separation. Director: A. J. Schmidt, Department of History.

HAWAII - University of Hawaii, Honolulu. June 14-July 23. 13th ANNUAL SUMMER INSTITUTE ON ASIAN STUDIES. Designed primarily for secondary school teachers, junior college faculty members, and librarians, but open to others. Program will carry five graduate credits; candidates should be college graduates. Institute will offer lectures, discussions, workshops, and films on East, Southeast, and South Asia. Special programs on music, dance, and the arts. As in the past several years, the East-West Center is offering approximately 80 partial scholarships. The deadline for scholarship applications was January 31, but, we are informed, anyone interested is still encouraged to apply. For applicants needing no financial assistance, the deadline is May 31. Director: Minoru Shinoda, The East-West Center, Honolulu, Hawaii 96822.

INDIANA - St. Mary of-the-Woods, Terre Haute. June 19-August 20. (Registration for credit at Indiana State University, Terre Haute.) INDIANA CONSORTIUM FOR INTERNATIONAL PROGRAMS: South Asia program for 20 pre-service and 20 in-service junior and senior high school teachers from Indiana. Pre-service restricted to I.C.I.P. members; in-service selected through statewide competition. Full tuition scholarships. Director: Charles Engelland, Social Science Center, Indiana State University, Terre Haute, Indiana.

KANSAS - The University of Kansas, Lawrence. June 7-August 23. SUMMER INSTITUTE IN CHINESE AND JAPANESE. In cooperation with members of the consortium for East Asian languages. Ten-week intensive language institute open to graduate, undergraduate, and high school students wishing to complete one academic year of language training during summer session. Scholarship aid available through University of Kansas consortium funds. Students desiring financial aid should apply by March 15. Director: Richard L. Spear, Chairman, Department of Oriental Languages and Literatures.

NEW JERSEY - Seton-Hall University, South Orange. June 28-August 6 for each of the following: CHINESE AND LANGUAGE PROGRAM -- All levels, including intensive; methods of teaching Chinese and Japanese; general linguistics. AREA STUDY PROGRAM:

History, philosophy, politics, and religion of China, Japan, India, Middle East. SUMMER INSTITUTE FOR COLLEGE TEACHERS OF CHINESE AND JAPANESE.' (See also Seton-Hall University sponsored summer programs in Tokyo and Taipei, listed under "Summer Programs on Asia in Asia.") Director: John B. Tsu.

NEW YORK - Columbia University, New York City. Six-week session, July 6-August 13; Ten-week session, June 14-August 20. EAST ASIAN LANGUAGES: Chinese--Elementary, Intermediate, Advanced, Conversation, Readings in Modern Chinese. Japanese--Elementary, Intermediate, Advanced, Readings in Modern Japanese. AREA STUDIES: The Civilization of China from the beginning to the 6th century; The Civilization of China from the 7th through the 17th centuries; The Civilization of Japan from the beginning to the 19th century; The Civilization of Modern Japan. Qualified graduate and undergraduate students from other institutions may be admitted as special students. A special readiness session will be offered June 7-11 to assist students in overcoming language deficiencies. Director: Dean of Summer Session, 102 Low Memorial Library.

St. John's University, Jamaica. June 7-July 8: Course offerings include Chinese History since 1912; Diplomatic History of East Asia. July 12-August 12: Courses include History; Cultural Anthropology of Asian People; Aspects of East Asian Civilization. Chinese language: Readings in Contemporary Prose; Advanced Readings in Literary Chinese; Elementary Chinese; Chinese Reading Course. Japanese Reading Course. Director: Paul K. T. Sih, Center of Asian Studies.

Syracuse University - Syracuse. July 6-August 13. SOUTH ASIA TEACHERS' PROJECT. Program A: Course Offerings include Indian studies primarily in the social sciences. Restricted to teachers and supervisors of the social studies, language arts, and fine arts. Grantees receive living stipend of \$500 and tuition awards. Those successfully completing the program are considered as candidates for the 1972 Syracuse Summer Overseas Seminar in India. Program B: Overseas Seminar in India, approximately 8 weeks in the summer of 1971. Final arrangements for program depends upon necessary funding. Program arranged on basis of individuals with significant formal study in Indian and South Asian studies. Contact: Center for International Programs, New York State Department of Education, Albany, N. Y. 12224. Attention: Norman Abramowitz.

VERMONT - Middlebury College, Middlebury. June 19-August 14. CHINESE LANGUAGE: Elementary, Intermediate, Advanced, Classical; Readings in Chinese Culture and History. JAPANESE LANGUAGE: Beginning, Second and Third Year. Director: Mr. F. Andre Paquette.

WASHINGTON - University of Washington, Seattle. (Dates not yet available.) FAR EASTERN AND RUSSIAN INSTITUTE PROGRAM: The Far East in the Modern World; Chinese Civilization: East Asia (natural and geographic setting); Regional Geography of China; Hinduism (elementary course introducing Puranic Hinduism and major religious traditions which have developed); Chinese Philosophy from 6th century B.C. to modern times; Problems in the Geography of Japan; Japanese-American Relations; History of Modern China. ASIAN LANGUAGES AND LITERATURES PROGRAM: Intensive First Year and Intensive Third Year Chinese; Accelerated Classical Chinese; Book of Changes; Classical Indic Literature in English; Intensive Japanese; Studies of Japanese Drama in English. Contact: Summer Program Director.

SUMMER PROGRAMS ON ASIA IN ASIA

SOUTH ASIA

1971 NCAIS-KCRCHE SUMMER FACULTY SEMINAR IN INDIA. June 12-August 15. (Pending receipt of necessary funding.) Eight-week introduction for teachers in liberal arts and community junior colleges teaching lower division social science and humanities survey courses in world civilization and culture. Emphasis on development of curriculum materials relating to India. Visits to twelve Indian cities; lectures by Indian educators and resource persons. Cooperating agencies: United States Educational Foundation in India, Educational Resources Center in New Delhi, and Experiment in International Living. Open to faculty members of more than 400 institutions belonging to NCAIS (National Council of Associations for International Studies). Administered by the Kansas City Regional Council for Higher Education. Director: Henry M. Halsted III, KRCHE, 4901 Main Street, Kansas City, Mo. 64112.

EAST ASIA

Illinois State University, Normal. July 3-August 29. INTERNATIONAL STUDY-SERVICE PROGRAM IN TAIWAN. Undergraduate and recent graduate students of Illinois State University or students from communities or universities within commuting distance of Illinois State University. Students will spend summer in Taiwan working with the YMCA of the Republic of China and teaching conversational English to young Chinese. Participants will receive comprehensive orientation in Chinese culture, history, politics, economics, religion, sociology. Teaching experience or knowledge of other languages not required. Director: Dr. John E. Trotter, Chairman, Department of Geology-Geography.

The Institute of East Asian Studies, Five College Consortium, Wittenberg University, Springfield, Ohio 45501. Eight-week seminar devoted to the understanding of Japanese culture through geography, history, art, religion, economics, and political science; four weeks of independent study. Director: Dr. Eugene Swanger.

The National Association of Secondary School Principals, 1201 16th Street, NW, Washington, D. C. 20036. June 21-August 18. SUMMER STUDY IN JAPAN: Study tour program for American secondary school educators including five-week academic program at Sophia University, Tokyo; courses available are Japanese and Asian history, economics, sociology, political science, language, literature, art. Travel to Kyoto and Nikko; living experience in a Buddhist temple for short time can be arranged. Director: John F. Kourmadas.

Michigan State University, East Lansing. July 10-August 21. HUMANITIES PROGRAM IN TOKYO: "Traditions of Japan" focuses upon Japanese historical views of man and society as seen in literature and in works of art. Supervised individual study provides students with an opportunity to pursue selected readings and research topics. Classes at Sophia University, Tokyo. Field trips include Kabuki and Noh drama. Contact: Office of Overseas Study, 108 Center for International Program.

Seton-Hall University, East Orange, New Jersey. July 25-August 26: OVERSEAS SUMMER PROGRAM IN JAPANESE LANGUAGE AND CIVILIZATION in Tokyo. June 20-August 14: OVERSEAS SUMMER PROGRAM IN CHINESE LANGUAGE AND CIVILIZATION in Taipei. Director: John B. Tsu.

Sophia University, Tokyo. July 10-August 21. Undergraduate courses include Survey of India; Modern History of Far East; History of Japanese Economy; Far Eastern Philosophies and Religions; Workshop in Japanese Drama; Survey of Japanese Art; Elementary and Intermediate Japanese; Survey of Japanese Literature; Contemporary Japan; Contemporary China; Comparative Sociology; Seminars in Japan area studies. Contact: Summer Session in Asian Studies, Sophia University, 7 Kioi-cho, Chiyoda-ku, Tokyo, Japan.

International Christian University, Tokyo. July-August. SUMMER SEMINAR ON JAPANESE AREA STUDIES: First two weeks devoted to Japanese Art, second two weeks to Japanese Religion, and final two weeks to Japanese Politics, plus two weeks of independent travel in Japan. Six credits at either the undergraduate or graduate level will be granted upon completion of the academic requirements. Seminar fee: \$950 -- includes tuition, field trips, and dormitory room during the six-week Seminar. All applicants admitted to the Seminar will qualify for and be awarded roundtrip air trans-pacific transportation under a grant provided by the Japan Society, Inc., of New York. For further information and application forms, write to either Japan International Christian University Foundation, Inc., 475 Riverside Drive, New York, N. Y. 10027, or Dr. Benjamin C. Duke, Summer Seminar Office, International Christian University, Mitaka, Tokyo, Japan (Air Mail).

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THIRD CONFERENCE ON
ASIAN STUDIES IN THE SCHOOLS
March 19-21, 1971
San Francisco

This is the third conference within the past year sponsored by the American Society for Eastern Arts to provide teachers in the California area with a broad spectrum of Asian studies education. From the preliminary agenda, this combined workshop-conference will be rich and varied with the kind of emphasis on practical teacher assistance that is crucially needed. To our knowledge, no one has put together a more extensive and inclusive conference on Asian studies for both elementary and secondary school teachers than this one represents.

Registration begins late Friday afternoon, March 19, at the Chinatown Holiday Inn, followed by publishers' displays of books on Asia, a cocktail party hosted by publishers, dinner with a program of Chinese music and dance, and concluded with a showing of films on Asia for classroom use. All of Saturday's sessions will be held at Mills College. Two general sessions will be held in the morning, the first one featuring the keynote address on "Educating Americans about Asia: An Asian View" by Indonesian Ambassador Soedjatmoko. The title for the second general session is titled "The Diversity of Asia" -- a multi-media program on the ethnic, linguistic, economic, and religious diversity of Asia. The afternoon is devoted to widely diverse section meetings under a series of "Emphases": Elementary, Secondary Social Studies, Literature and Humanities, Music, Art, Curriculum Planning and Supervision. The Center for Asian Art and Culture, M. H. de Young Museum, Golden Gate Park, will be the location of Sunday morning's meetings. Museum orientation and docent tours (in two groups) will alternate (1) tour of Brundage Collection and (2) discussion of Brundage program and viewing of Brundage film. The concluding event of the conference will be a general session: "Question the Experts," featuring a panel of persons who participated in previous meetings. Dr. Seymour H. Ferish, Education Director of the Asia Society, will serve as moderator.

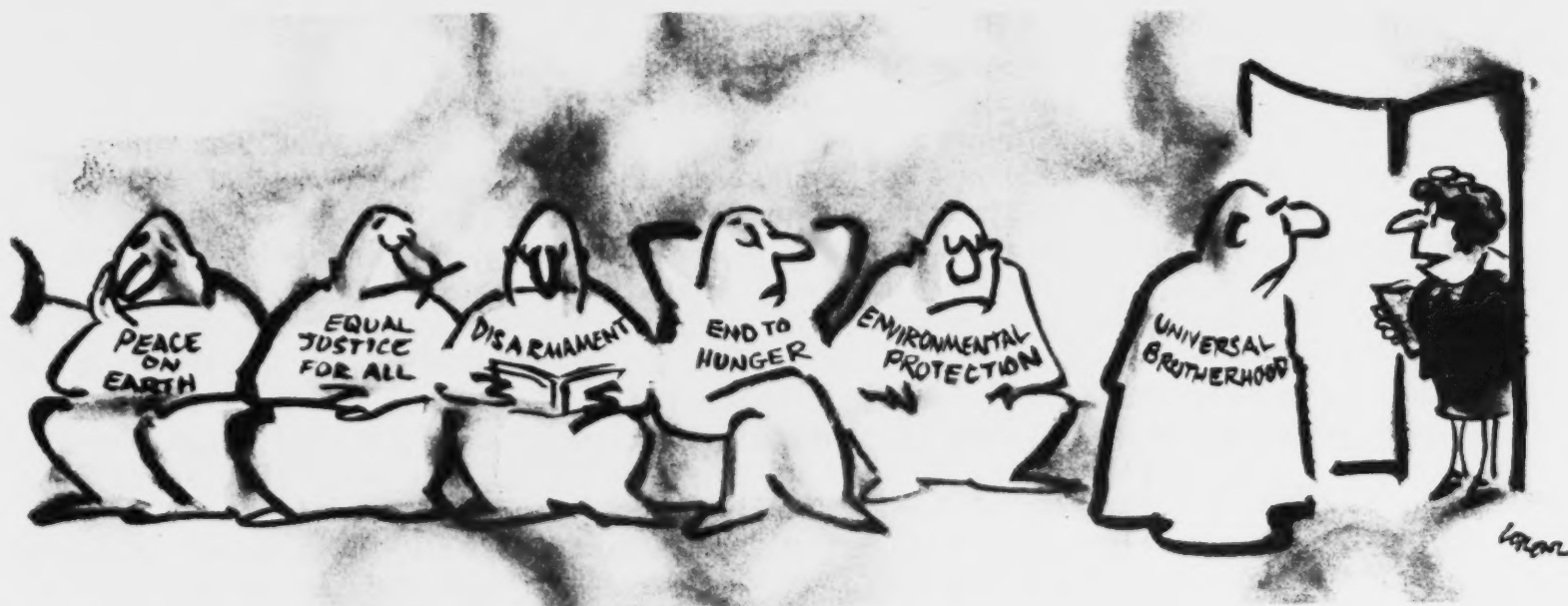
ASSOCIATION FOR ASIAN STUDIES ANNUAL MEETING
March 29-31, 1971 - Washington, D.C.

Special Panel on Asian Studies and Secondary Education

The Twenty-Third Annual Meeting of the Association for Asian Studies will be held at the Washington Hilton Hotel, Washington, D.C., March 29-31. The Association, the largest learned society in the world devoted to Asian studies, established last year a Committee on Secondary Education. Two separate conferences on Asian studies in secondary education have been sponsored as the result of this commitment on the part of the AAS. A published report of the proceedings of these conferences is anticipated. A Service Center for Teachers of Asian Studies awaits official designation by action of the AAS Board of Directors at their March meeting in Washington.

The program of the annual meeting in Washington this year will include a panel presentation on "Asian Studies and Secondary Education: Should the Two Get Together?" Peter Bennett, Staples High School, Westport, Connecticut, will deliver a paper on "The High School Teacher Speaks." A panel discussion will follow involving the following discussants: Anislie Embree, Duke University; Seymour Ferish, The Asia Society; Robert Leestma, U. S. Office of Education; David Pfanner, Ford Foundation; Daniel Roselle, National Council for the Social Studies; and Douglas Murray, National Committee on U.S.-China Relations. Samuel C. Chu, Ohio State University, and Chairman of the AAS Committee on Secondary Education, will serve as moderator.

For the information of the readers of FOCUS, the members of the Committee on Secondary Education of the Association for Asian Studies are as follows: Samuel C. Chu, Chairman, Ohio State University; Nina Adams, Yale University; Franklin Buchanan, Ohio State University; Edith Ehrman, Foreign Area Materials Center; Thomas Eisemon, University of Chicago; Anislie Embree, Duke University; Seymour Ferish, The Asia Society; James Hantula, University of Northern Iowa; and George A. Lensen, Florida State University.



"Be patient. When your time comes, we'll call you."

Drawing by Lorenz, c. 1971
The New Yorker Magazine, Inc.

RESOURCE FILE

BACK ISSUES OF FOCUS

Increasingly we are receiving requests for back issues of FOCUS. To respond to this demand, we have made a re-run of the last five issues (Nos. 16-20). We are offering them as a "package" for \$1.00. Make checks payable to "The Ohio State University." A steel engraving of George Washington will also be accepted.

SOCIAL EDUCATION SPECIAL ISSUE ON ASIA

The response to this 1969 November issue of Social Education (official journal of the National Council for the Social Studies), devoted exclusively to Asia, has been and continues to be of a rave nature. We have a limited number of copies of this veritable resource data bank (with aesthetic decor!) which we are offering for sale at \$1.00 each postpaid. Send check or cash. First come, first served.

Send orders for either or both of the above to: Asian Studies Project, College of Education, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210.

FREE . . . FOR THE ASKING

Notes from the National Committee is a new service which was introduced with the Fall 1970 issue of this information newsletter. Intended for members of the National Committee on US-China Relations, educators, civic organizations, and persons with a professional interest in China, it will be published in the fall, winter, and spring. It features such items as "China in the News," summaries of recent and noteworthy articles about China, "China Resources," and "Committee Services." To be placed on its mailing list, write to the National Committee at 777 United Nations Plaza, 9B, New York, N. Y. 10017.

Films on Japan. For a descriptive brochure and supplemental listing, write to the Consulate General of Japan, 235 East 42nd Street, New York, N. Y. 10017. It contains an extensive annotated listing of 16 mm sound films, all in color with English narrations, which are available on a free loan basis.

Bringing India to the American Student. Write for a copy of this highly descriptive catalog on Indian books, study kits, filmstrips, musical instruments, realia, exhibitions, and other materials to: InterCulture Associates, Box 277, Thompson, Connecticut 06277.

Guidelines for the Appraisal of Travel-Study Tours for Secondary School Students is available free, single copy only, from the Commission on Secondary Schools, North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615. A valuable brochure pertaining to short-term travel-study tours sponsored by agencies outside the local school. For further information on travel tours and exchange programs, write to: Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C. 20520 and Council on International Education Exchange, 777 United Nations Plaza, New York, N.Y. 10017.

REMAINDER BOOK BUYS for Asiaphiles with Suntory Whiskey taste on Sapporo beer budgets. If you are not already on the mailing lists of the following remainder book outlets, you may want to be. Every listing release contains a number of book bargains pertaining to Asia -- some good, some not so good. These are publishers' closeouts or remainders and sell at drastic discounts. (An example: "Felika Topolski: HOLY CHINA. 200 drawings (and text) contrast the old and the new in Mao's China during the cultural revolution: May Day festivities, a prison, textile factory, street scenes, a steel mill, much more. 8 $\frac{1}{4}$ "x11 $\frac{1}{4}$ ". Pub. at \$12.95. Special \$1.98" --Marboro.) With a little advanced sleuthing (Books in Review -- available at most libraries), you can acquire some worthwhile treasures for yourself or your school. Write: Marboro Books, 131 Varick Street, New York, N.Y. 10013; Publishers' Central Bureau, 33-20 Hunters Point Avenue, Long Island City, N. Y. 11101.

Focus on the Americas. Very, if not most, often, teachers of Asian studies also teach other cultural areas. We encounter, from time to time, a particular item that seems worthy of calling to the attention of our readers, even though it does not pertain directly to Asia. Such an item is this four-page "newsletter to promote the teaching of the Americas in the schools." Published bi-monthly during the school year, it is a sprightly, useful resource tool for teaching about Latin America. One page of each issue is usually devoted to a chart or graph which can be used with an overhead projector. Offered free by writing: Center for the Teaching of the Americas, Immaculata College, Immaculata, Penna. 19345.

INTERCOM

A Resource Guide and Program Catalyst on War/Peace Issues

Published six times a year, this excellent guide, in 72-page pamphlet form, is for teachers and community leaders concerned with international affairs education. Each issue presents "new developments, resources, and program ideas which promote constructive alternatives for fulfilling international responsibilities, furthering democratic values, and resolving conflict without war." The 1971 January/February issue features "The Human Person and the War System." Of the seven articles, two deal directly with Asia, and each article is followed by the Editor's Suggestions for Further Study and Discussion which involve specific references to films, periodicals, and books. Each issue also contains a Roundup section -- "a brief review to catch and record the important recent developments in the world affairs field and what Americans are thinking, writing, and doing about them." Many items are appropriate for teacher and classroom use. Subscription rate: one year, \$6.00. Well worth it! Single issues, \$1.50. Send to: Center for War/Peace Studies, 218 East 18th Street, New York, N. Y. 10003.

Woodrow Wilson at the Paris (1919) Peace Conference:

I look forward to the time when men will be as ashamed of being disloyal to humanity as they are now of being disloyal to their country.

Peace Course Newsletter. In resonance with the purpose of INTERCOM, this newsletter (more like a "bulletin": in its first two issues) is published by The Ad Hoc Committee for Peace Studies which "is a group of teachers who have come into being in order to exchange ideas about the teaching of peace in secondary schools, and to prepare materials based upon current experimentation, teaching, and research in this area." Newsletter No. 2 is designed to answer the most pressing problem confronting a teacher who wishes to explore with his students the problem of war and peace: where to begin? A very worthy enterprise and one deserving of support. Send \$1.00 to The Ad Hoc Committee for Peace Studies, Horace Mann School, Riverdale, N.Y. 10471, and help to wage peace!

Southeast Asia, 1970. The December 1970 issue of CURRENT HISTORY is devoted to this topic. It contains seven articles, President Nixon's Indochina peace proposals, and reviews of current books on the area. Subjects covered are U.S. policy, Laos, Cambodia, Burma, Malaysia, the two Vietnams, and Thailand. Maps are also included. Check your library or send a \$1.00 for a copy of this issue to Current History, Inc., 1822 Ludlow Street, Philadelphia, Pa. 19103.

A Pocket Guide to Japan. Although written primarily as a guide for U.S. servicemen who may be stationed in Japan, this handy 116-page book will also interest students desiring to learn something about Nippon. Contains information of the size, political and economic structure, history, ethnic background and the customs of the country; also many photographs and illustrations, a language glossary of commonly used words and phrases. 1970. D 2.8:Ja7/970. \$1.00. Order from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

PROJECT AFRICA

The final report on PROJECT AFRICA is now available. It contains an excellent description of this extensive curriculum development program. Copies are available from: Project Africa, Department of History, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213. The cost is \$3.00 prepaid.

STOP PRESS

The January 1971 issue of The Social Studies Professional (NCSS Newsletter), under the heading RESOURCES, carried an item listed as ASIAN STUDIES CLEARING HOUSE. It announced that the South Asia and the Southeast Asia Regional Councils are committees of the Association for Asia Studies and that the Councils' Secretariats serve as clearing houses from which information on activities and individuals in the field are gathered and disseminated. Interested teachers were invited to add their names to the Councils' mailing lists by writing the Association in Ann Arbor, Michigan, Attn: Mrs. Brewer. An avalanche of requests has ensued and they have been referred to us by way of the Committee on Secondary Education of the Association. Inasmuch as our operation is in process of becoming officially designated as the Service Center for Teachers of Asian Studies for AAS (see next issue of FOCUS), we have added the names of all such requests to our mailing list. Welcome to FOCUS -- which, in addition to South and Southeast Asia, also includes East Asia.

MULTI-MEDIA MATERIALS

Early Civilizations of the Non-Western World. A set of six sound/color filmstrips and three records (each filmstrip averages 11-13 min.) make up this package that graphically describes the life patterns and traditions of once flourishing societies: Life in the Indus Valley, 2500 B.C.; Life in the Yellow River Valley, 1000 B.C.; Life in Kyoto, 900 A.D.; Life in Ghana, 1000 A.D.; Life in the Mayan Empire, 300 A.D.; and Life in the Inca Empire, 1400 A.D. \$69.00. Another set, this time with four sound/color filmstrips and two records, is entitled Early Leaders of the Non-Western World: Asoka, Leader of Ancient India; Shih Huang Ti, Builder of China; Yoritomo, First Shogun of Japan; and Mansa Musa, Ruler of Mali. \$49.00. Each set is accompanied with a Teacher's Guide. To insure classroom satisfaction prior to purchase, you are encouraged to examine these materials on a ten-day approval basis. Order from: AVI Associates, Inc., 825 Third Avenue, New York, N.Y. 10022.

Religions in India -- Filmstrip Series. With the growing interest of young people in Eastern religions, this series serves a vital need. The following religions are thoroughly presented in separate filmstrips, varying from 33 to 57 frames each, and accompanied with a teacher's handbook including a select bibliography; Buddhism, Christianity, Hinduism, Islam, Jainism, Sikhism, and Zoroastrianism. Prices: Hinduism, \$7.50; others, \$6.50. Available from: InterCulture Associates, Box 277, Thompson, Conn. 06277. Recommended.

World Color Slides -- INDIA. Cutler Coulson of WORLD COLOR SLIDES has recently returned from another five months tour of India, combining a photographic assignment for the Government of India with additional coverage for his own extensive color slide files. He has added hundreds of slides on the economic, social, and cultural life of India. In addition, Mr. Coulson has ten slide-tape sets on China, Japan, India, Thailand, Indonesia, Malaysia, and Burma. For further information, including prices, write Cutler J. Coulson, 200 Collingsworth Drive, Rochester, N. Y. 14625.

AUDIOVISUALS. In addition to various publications pertaining to U.S. foreign policy and programs in relation to Asia, the Department of State produces films, filmstrips, and tape recordings, often accompanied by Discussion Guides. Information on how to borrow or purchase these materials may be obtained by writing to Distribution Control Branch, Office of Media Services, Room 5819(A), Department of State, Washington, D.C. 20520.

THE BOOKSHELF

(Addresses of publishers listed on page 21)

General

Russia, China, and the West, 1953-1966 by Isaac Deutscher, edited by Fred Halliday (Penguin Books, 1970, 360 pp., paper, \$1.65). A history of the Soviet Union and its role in the world from the death of Stalin to Krushchev's fall and the Cultural Revolution -- a posthumous collection of articles by one of the highest regarded observers of Soviet affairs. They provide both a continuous account of Russia in her relations with China and the West and a guide to some of the less-known internal political and economic tides inside Russia, China, and the Soviet bloc. For the serious student of Sino-Soviet relations.

Who Has the Right to Make War?, The Constitutional Crisis, by John J. Abt (International Publishers, 1971, 64 pp., paper, 95¢). This small volume addresses itself to the question: "What is the significance of the constitutional crisis and the sharp debate precipitated by the widespread opposition to the undeclared war in Indochina?" It is a hard-hitting polemic which purports to document the historical background and the current issues involved in the debate. Its appendix provides a handy reference to the texts of such documents as the Formosa Resolution, the SEATO Treaty, the Tonkin Gulf Resolution, the National Commitments Resolution, the Laos-Thailand Rider to Department of Defense Appropriation Act of 1970, the Cooper-Church Amendment, the Repeal of the Tonkin Gulf Resolution, and the McGovern-Hatfield Amendment.

Zen: A Manual for Westerners by Shindai Sekiguchi (Japan Publications, 1970, 111 pp., cloth, \$5.95). "This book is a manual, a handbook; it is, therefore, intended to guide those who know little or perhaps nothing about Zen Buddhism. In addition, it is a manual for Westerners, who cannot be presumed to know the traditional and historical setting of the Buddhist faith." These statements from the Introduction provide the reader a promising invitation to inquire further. Fully illustrated, it contains thorough explanations that help one achieve zazen meditation -- the core of Zen Buddhism. Taken seriously, with the aid of this manual, students could find an alternative to the drug culture. Even for those not "turned on," this book is an excellent and practical introduction to Zen.

The Field of Zen by D. T. Suzuki, edited with a foreword by Christmas Humphreys (Perennial Library, 1970, 105 pp., paper, 95¢). Perhaps the leading interpreter of Zen in the West was Daisetz Teitaro Suzuki before his death a few years ago. This pocket-size book contains his contributions to The Middle Way, the Journal of the Buddhist Society, London. This could very well be a companion to the foregoing manual.

Buddhism, Readings in Eastern Religious Thought, edited by Allie M. Frazier (Westminster, 1970, 304 pp., paper, \$3.50). One of a series, this book of readings on Buddhist thought and practice brings together in one volume both interpretative essays on the Buddhist tradition and selections from the sacred literature of Buddhism. It is designed to aid readers in general who may be approaching Buddhism for the first time.

China

China: The Revolution Continued by Jan Myrdal and Gun Kessle (Pantheon, 1971, 201 pp., cloth, \$5.95). A sequel to Report from a Chinese Village, this book is based on research done early in 1970 when the author and his photographer wife were allowed to return to Liu Ling, the village they had described eight years before. Through extended observations and conversations, it explores the nature of China's cultural revolution at the village level. In short, it is a living document, illustrated with many and varied photographs. Recommended.

Americans and Chinese, Purpose and Fulfillment in Great Civilizations, by Francis L. K. Hsu, Introduction by Henry Steele Commager (Natural History Press, 1970, 493 pp., cloth, \$12.50). The author is an anthropologist who grew up in China and has lived in the United States for more than twenty years. He examines these two civilizations -- and the inherent weaknesses and strengths of the two ways of life: Chinese -- the individual knows his place in society and is secure in his relationships with others; American -- the individual is highly mobile and self-reliant, but incapable of maintaining close personal ties. Professor Hsu looks at history, politics, human relationships, religion, and art from these two different perspectives and suggests lines of change that China and America will take in the future.

Liang Ch'i-ch'ao and the Mind of Modern China by Joseph R. Levenson (University of California Press, 1959, 1970, 256 pp., paper, \$2.65). "Advances enough brilliant and challenging hypotheses to invigorate studies of Chinese intellectual history for a long time to come. . . For all its brilliance, its deft and subtle handling of ideas, Levenson's study is neither brash nor brittle. It shows throughout a compassionate understanding of the harsh dilemmas, the bitter tragedies that the last century has brought to all Chinese." This assessment by Arthur F. Wright of this work by the late Professor Levenson suggests that it would be a challenge for one of your bright students who might really swing with the intellectual life of Liang, a brilliant scholar, journalist, and political figure. Worth a try!

The Security of China by Arthur Huck (Columbia University Press, 1970, 93 pp., paper, \$1.95). Written by an Australian professor of Chinese Politics after a period of study and discussion at the Institute for Strategic Studies, London, this long essay considers Chinese approaches to problems of war and strategy. The chapters are descriptive: Chinese Outlooks, Threat to China, War and Politics, Nuclear Weapons, and Beyond Mao. Again: for your bright and curious student, although it is written for the general rather than the specialist reader.

The Hidden Chinese, A Study of American Attitudes toward China, 1890-1905, by Robert McClellan (Ohio State University Press, 1971, 272 pp., cloth, \$10.00). This study explores the background of American orientation to China and illuminates the image which was shaped at the turn of the century as a result of the confrontation between this nation and an emerging China. The typography alone of this fascinating book is enough to attract a high school student -- relatively large type and wide spaces between the lines. This in no way, however, demeans the scholarship and style of this thoroughly researched study. It is the way every book should be printed!

Chuang Tzu: Genius of the Absurd, arranged from the work of James Legge by Clae Waltham (Ace Books, 1971, 398 pp., paper, \$1.25). "Chuang Tzu was part psychologist, part philosopher, part mystic, and part hippie. That he laughed and played the clown is evidence of his humanity." This observation from the Introduction by the arranger sets the tone of this treatment of the complete writings of this famous Taoist. Put this book in the hands of your students -- and rejoice in their discovery of this inspiring "genius of the absurd."

Modern Chinese Stories, selected and edited by W. J. F. Jenner (Oxford University Press, 1970, 271 pp., paper, \$2.50). One way of seeing modern China in human terms is through the short story, but until now few stories from the Chinese have been readily available to the English-reading public. The twenty pieces that make up this new collection were written in the 1950s and 1960s. Themes range from the joys and sorrows of childhood, youth, and love in a northern village, to the wars that have made up much of modern Chinese history, and from quack doctors fleecing the rich in old Peking to the worries of a young accountant in a people's commune who has to deal with a crooked uncle. Recommended.

India

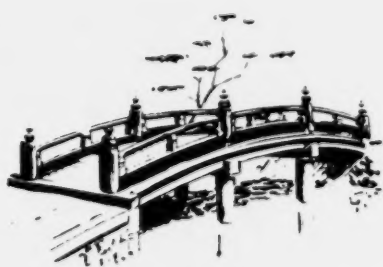
The Gandhi Reader edited by Homer A. Jack (AMS Press, 1956, 1970, 532 pp., cloth, \$10.00). Long out of print, this source book of Gandhi's life and writings is now available. The price is at least double that of the original edition, but that is customary for a non-mass market reprint. Every Asian studies library, however, should have this excellent source book which covers his life from beginning to end with short introductory and explanatory comments throughout by the editor.

King of the World by Michael Edwards (Taplinger, 1971, 279 pp., cloth, \$7.95). This life story of the Moghul emperor Shah Alam (1739-1806) is, in effect the history of India in the eighteenth century. It mirrors the collapse of a once great empire and the coming of another, that of the British. It is a historical narrative of almost unadulterated tragedy, blood, and intrigue, written by a leading authority on India, and based almost entirely on original sources in Marathi, Persian, French, and English.

Essays on Indian Philosophy by Shri Krishna Saksena (University of Hawaii Press, 1971, 127 pp., paper, \$4.50). The author's purpose in these essays, selected from a variety of publications, is to clarify for the non-Indian reader some of the prevalent misinterpretations about Indian philosophical approach, mysticism, theism, and materialism. Only of interest to your most serious student. (Editor's note: Unfortunately, so many of the current books on Asia are not written for the average high school student -- as this and previous annotations in FOCUS' BOOKSHELF have indicated. We are constantly on the alert, however, for those books which are within both the reading range and interest of such students. On the other hand, we should not underestimate the cognitive grasp of many of our students.)

Swami and Friends by R. K. Narayan (Fawcett, 1954, 1970, 195 pp., paper, 75¢). Considered India's finest novelist by Santha Rama Rau, Narayan unfolds the story of Swami, a young teenager growing up in Malgudi, the mythical South Indian setting of most of his fiction. Swami goes to school, is bedeviled by fanatic Christian teachers who are bothered by his Hinduism, struggles with a touchy friendship, gets into trouble. He is the universal boy growing up except that he is baffled by a half-Westernized school system. Through Narayan's narrative skill, we come to know better what India is like and what it must be like to grow up there.

Japan



"Books to Span the East and West"

Tuttle Introduces TUT BOOKS



One of the main sources of books on Japan, always attractively presented, is the Charles E. Tuttle Company of Rutland, Vermont and Tokyo. Now, in keeping with the demands of the book trade, Tuttle has ventured into a new area of specialization -- TUT BOOKS, a quality paperback line. For sales in this country, there are now 64 titles with more to come. This line features mostly books about Japan but also about other areas of Asia. Available now are the novels in the Japanese Literature Series, books on drama, cooking, history and politics, language, and others. Best of all, TUT BOOKS are inexpensively priced. A descriptive catalog is in preparation. In the meantime, you may write for a listing of titles and prices. See address on page 22.

Japan: Its History and Culture by W. Scott Morton (Crowell, 1970, 243 pp., paper, price unreported). Designed as an introduction to the history of Japan for college students and for the general reader, the author strikes a balance between ancient and modern history, giving approximately equal emphasis to all periods and all important phases of the history and life of the Japanese. It provides, therefore, a rounded view of history including the cultural, spiritual, artistic, and social life distinctive of Japan. It contains a useful glossary and a chronology with parallel columns under the headings of "political," "military," and "cultural."

The Story of Japan by Lee W. Farnsworth (McCormick-Mathers, 1970, 172 pp., laminated paper, \$1.47). One of the latest books in the "Global Culture Series," it is written for upper elementary and junior high school students. As is the case of all the books in this series, it is abundantly illustrated with photographs, maps, and charts. Divided into six units, each one is followed by three study aids: word study, reviewing the text, and things to do. An attractive book with good size type and certainly worthy of consideration. Write for an examination copy.

Japanese Things, Being Notes on Various Subjects Connected with Japan, by Basil Hall Chamberlain (Tuttle, 1904, 1971, 568 pp., paper, \$2.50). This is a revised reprint of one of the indispensable books on Japan, written by the eminent British scholar who in the latter part of the 19th century "taught Japanese and Japan to the Japanese." Although written well over half a century ago, it is a rich storehouse of Japanalia with much contemporary relevance. Tucked inside the back cover is a folded map showing all the prefectures (provinces) and major towns and cities of Japan. Recommended.

Japanese Literature

Japanese and Western Literature, A Comparative Study, by Armando Martins Janeira (Tuttle, 1970, 395 pp., cloth, \$10.00). The author, the present Portuguese ambassador to Japan, delves into Japanese culture to discover the concepts that similarize and differentiate Japanese and Western literary creations. He attempts to grasp the core of Japanese culture by setting it against world culture through probing the extent of Western influence on Japanese fiction, poetry, and essay in the past hundred years.

Synopses of Contemporary Japanese Literature II, 1936-1955, compiled by Kokusai Bunka Shinkokai (Japan Publications, 1970, 231 pp., paper, \$3.50). Seventy-one literary works published between the years listed are rendered into two-to-four page synopses with commentary. This book, therefore, provides an excellent opportunity to savor the life and culture of the Japanese through the themes and perceptions of their important writers. Recommended.

Modern Japanese Short Stories, translated by E. G. Seidensticker, John Bester, and Ivan Morris, Revised Edition (Japan Publications, 1970, 227 pp., cloth, \$6.95). A collection of twelve short stories, written by outstanding Japanese novelists, which appeared originally in the Japan Quarterly. Among the writers represented are Yasunari Kawabata, Yasushi Inoue, and Yukio Mishima.

The Three Cornered World by Natsume Soseki (Henry Regnery, Gateway Ed., 1970, 184 pp., paper, \$1.95). The author is one of Japan's most influential modern writers although he died in 1916. He is regarded in Japan as the greatest novelist of the Meiji era. This novel tells of an artist who retreats to a country resort hotel and becomes involved in a series of mysterious encounters with the owner's daughter. Interwoven with reflections on art and nature, conversations with Zen monks and writers of haiku, are a bevy of unique Japanese characters. In essence, this novel is a "word painting."

Japanese Theatre

The Performing Arts of Japan

Three of the five projected books on "The Performing Arts of Japan" are now in print and they are MUST BUYS. We rarely assert so commanding a judgment (being a devotee of "enabling permissiveness"), but these books are magnificent and, for the price, are real treasures. Lavishly illustrated with sharp black-and-white and color photographs as well as brilliantly reproduced drawings and paintings, many also in color, the books are next best to seeing and experiencing the actual performances. Combined with fully descriptive texts, chronologies, commentaries on the illustrations, and bound in sturdy, rough-textured cloth, these books, once you hold them in your hands, will cause you to share our enthusiasm.

Kabuki: The Popular Theatre by Yasuji Toita with an introduction by Donald Keene (1970, 245 pp., cloth, \$5.95)

Bunraku: The Puppet Theatre by Tsuruo Ando with an introduction by Charles J. Dunn (1970, 222 pp., cloth, \$4.95)

Buyo: The Classical Dance by Masakatsu Gunji with an introduction by James R. Brandon (1970, 207 pp., cloth, \$5.95)

The other two volumes in this series will soon be available: Noh: The Classical Theatre and Gagaku: Court Music and Dance.

Order from: Walker and Company, 720 Fifth Avenue, New York, N.Y. 10019

For Japanese Garden Enthusiasts

Invitation to Japanese Gardens, photographs by Kiichi Asano, commentary by Gisei Takakuwa (Tuttle, 1970, 168 pp., cloth, \$12.50). This beautiful book contains 112 pages of full color photographs of all the major temple and villa gardens in the Kyoto area as well as other districts throughout Japan, including maps of their locations, and commentaries on each one. In addition, there are suggestions for making a Japanese garden and also a glossary of garden terms.

Japanese Stone Gardens, How to Make and Enjoy Them, by Kazuhiko Fukuda (Tuttle, 1970, 312 pp., cloth, oversize with slipcover, \$22.50). In this volume famous gardens from the temples, teahouses, and residences of Japan are presented in over 300 beautiful large photographs and in over 100 figure drawings. Each garden is discussed in terms of its historical, religious, and esthetic background. The reader is helped to train his eye in order to experience and comprehend the tranquil beauty of stone gardening.

ASIA IN THE ELEMENTARY SCHOOL

PROJECT THAILAND 1970-71

We are happy to call to the attention of FOCUS readers, especially those who teach at the elementary and junior high school levels, the following communication from a husband-and-wife team who are performing a valuable service for one increasingly important area of Asian studies. High school teachers will also find this service worthy of inquiry.

PROJECT THAILAND began in 1965 when there was a decided need for activity-oriented social studies materials in the local elementary school. Mrs. W. D. Stires used the early collection at Bedford Center School, Bedford, Mass., while Mr. Stires sought to enlarge the few ideas and items that were readily available. Resources at Northeastern University, Boston Public Library, and the Massachusetts Thai Society were all tapped for information and help.

During the school year 1968-69, Mrs. Frank Lewis used many of the materials in her eighth grade social studies class at Woodstock Union High School, in Woodstock, Vermont. On the basis of the Bedford and Woodstock experiences, a proposal was presented and accepted by the research division of the Department of Education, State of Vermont. Although it included a small amount (\$250) for purchase of artifacts and movie film, a great deal of activity and deeper research was conducted. The activity included: visits by local Thai persons to Woodstock U.H.S. and the South Pomfret School (grades 4 and 5); initial trial of the huge packet of cross-cultural materials that could be brought into the classroom and used in much the same way a library is used in a classroom; assembly program of Thai boxing; a host of rental films showing Thai dance and general life; evaluation of English books about Thailand; lists of suggested Thai study materials were drawn up; and help was extended to the Hartford H.S. International Club to sponsor a Thai-French Night in April.

Several conclusions have been reached concerning social studies at the elementary and junior high school levels: (1) it is critical that a great variety of books, pamphlets, A-V materials be available to classes; (2) that an index to all materials is critical; (3) that the materials be always available on a library (check-out) basis; and (4) that the teacher organize lessons in a way best suited to the whole class or separate groups of the class.

Should anyone wish to include Thailand as part of their cross-cultural, multi-media social studies, please feel free to contact: RESOURCES, Mr. and Mrs. W. D. Stires, 224 Atlantic Road, Gloucester, Mass. 01930, telephone (617) 281-0482.

THE BOOKNOOK
(Annotations by Sara Little)

The Indus: South Asia's Highway of History by Jane Werner Watson (Garrard, 1970, 96 pp., reinforced binding, \$2.59, ages 4-7). Clearly told history of the Indus River valley beginning with the first known inhabitants whose history has been uncovered by archeologists. Illustrated with photographs, old prints and engravings, and two-color maps. Indexed.

Boy of Nepal by Peter and Elaine Larson (Dodd, Mead, 1970, 63 pp., cloth, \$3.50, ages 6-9). The everyday life of a boy in Katmandu, capital of Nepal, the country said to be the roof of the world and open to tourists only since 1951, is interestingly told and profusely illustrated with excellent photographs.

The Princess and the Rice Fields, an Indonesian Folk-tale, retold by Hisako Kimishima with pictures by Sumiko Mizuski (Walker, 1970, 26 pp., cloth, \$3.95). The author, a specialist in Asian folk literature, beautifully tells the magical story from Java of the young princess of the sky who falls in love with a man on earth. When she is carried by the wind to earth her stern father transforms her into a rice plant. Things turn out well for the lovers who sway together in the rice paddies today. The artist has used motifs and themes from the Indonesian shadow theatre which are pleasing to the eye and significant to the theme of the story.

Ali and the Ghost Tiger, written and illustrated by Elaine Masters (Westminster, 1970, 154 pp., cloth \$4.25, ages 9-11). A charming and well written story of a Japanese village boy who overcomes his fright of the dreaded Ghost Tiger through gaining knowledge of its scientific cause and treatment. Excellent picture of family life in this culture. The unsophisticated, childlike ink and brush paintings illustrate well the action of the story.

Gandhi: Peaceful Fighter by Elizabeth Rider Montgomery (Garrard, 1970, 174 pp., cloth, \$2.98). Gandhi's mission as champion of justice, his saintly life, his work as leader of India's fight for independence and his martyr's death are the focus of this excellent biography. The story of Gandhi's life whose goals were brotherhood and peace and whose only weapons were Absolute Truth and nonviolence will have special relevance for today's youth. Illustrated with photographs.

East Meets West by George Goldberg (Harcourt Brace Jovanovich, 1970, 136 pp., cloth, \$4.50, ages 12-up). The author has written a dramatic, absorbing account of the Chinese and Japanese in California. It is the story of a people who first came to this country in the nineteenth century and went through a difficult period of hyphenated existence familiar to many. It is the story of the American ideal of freedom preached, ignored, attacked, and triumphant, as the Chinese and Japanese overcame these hardships, and finally achieved acceptance into the mainstream of American life. Illustrated with photographs.

The Revolt of the Darumas by Winifred E. Wise, illustrated by Beverly Komoda (Parents' Magazine Press, 1970, unpagged, cloth, \$3.95, ages 4-8). Three fat round roly-polys live in a house in Japan. They have no legs, so they can only rock back and forth; and they have no eyes -- just round white spaces. They are called darumas, and they will have to earn their eyes. Darumas are supposed to bring good luck and -- best of all -- grant wishes. And so when Kojima and his two sisters come home from school one day, they are dismayed to find their darumas have disappeared. What follows makes for suspense and excitement -- and a happy ending.

* * * * *

ADDRESSES OF PUBLISHERS

Ace Books, 1120 Avenue of the Americas, New York, N.Y. 10036
AMS Press, Inc., 56 East 13th Street, New York, N.Y. 10003
Columbia University Press, 562 West 113th Street, New York, N.Y. 10025
Thomas Y. Crowell Company, 201 Park Avenue South, New York, N.Y. 10003

Dodd, Mead and Company, 79 Madison Avenue, New York, N.Y. 10016
Fawcett Publications, Inc., 67 West 44th Street, New York, N.Y. 10036
Garrard Publishing Company, 1607 North Market Street, Champaign, Ill. 61820
Harcourt Brace Jovanovich, 757 Third Avenue, New York, N.Y. 10017
International Publishers Company, Inc., 381 Park Avenue South, New York, N.Y. 10016
Japan Publications Trading Company, 175 Fifth Avenue, New York, N.Y. 10010
McCormick-Mathers Publishing Co., Inc., 450 West 33rd Street, New York, N.Y. 10001
Natural History Press, 501 Franklin Avenue, Garden City, N.Y. 11531
Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210
Oxford University Press, Inc., 200 Madison Avenue, New York, N.Y. 10016
Pantheon Books, Inc., 22 East 51st Street, New York, N.Y. 10022
Parents' Magazine Press, 52 Vanderbilt Avenue, New York, N.Y. 10017
Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Md. 21207
Perennial Library, 49 East 33rd Street, New York, N.Y. 10016
Henry Regnery Company, 114 West Illinois Street, Chicago, Ill. 60610
Taplinger Publishing Company, 29 East 10th Street, New York, N.Y. 10003
Charles E. Tuttle Company, Inc., Rutland, Vermont 05701
University of California Press, 2223 Fulton Street, Berkeley, Calif. 94720
University of Hawaii Press, 2327 Dole Street, Honolulu, Hawaii 96822
Walker and Company, 720 Fifth Avenue, New York, N.Y. 10019
Westminster Press, 460 Park Avenue, New York, N.Y. 10022

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1240-121240-554